

School-based Curriculum Development (Primary) Section

Chinese Language (2023/24)

Service Code for Online Applications – P1

1. Support Service Coordinator

School-based Curriculum Development (Primary) Section, Curriculum Support Division, Education Bureau (EDB)

2. Area of Support

Chinese Language Education in primary schools

3. Foci of Support Services

- To develop a school curriculum by:
 - designing diversified learning and teaching materials with planning on to the horizontal coherence and vertical progression of the learning content at each level, with a view to promoting a balanced development of students' knowledge, competence, interests, attitudes and habits in the nine learning strands which include Reading, Writing, Listening, Speaking, Literature, Chinese Culture, Moral and Affective Development, Thinking and Independent Language Learning

- To enhance values education
 - Supporting schools to enhance values education through language learning inside and outside classrooms, understanding our country's culture, nurturing students' positive attitudes and character as well as fostering the affection for our country and people for the purpose of whole-person development

- To create a rich language learning environment
 - enhancing students' abilities and interests in learning Chinese language, including using Putonghua by designing diversified learning activities to address students' abilities, interests and learning progress

- To enhance teaching effectiveness through:
 - making good use of reading strategies

- using reading as input to support writing
 - promoting self-directed learning
 - making effective use of e-learning
- To promote “Reading to Learn” by:
- developing a wide range of reading materials, promoting “Reading across the Curriculum”, and the use of readers, with a view to fostering a reading culture
- To cater for learner diversity in Chinese Language learning by:
- catering for students’ needs, interests and abilities, adapting curriculum content and using diversified teaching strategies to help students realize their potential
- To enhance teachers’ assessment literacy by:
- promoting assessment-for-learning, supporting teachers’ effective use of internal and external assessment data, collecting students’ learning evidence, and providing feedback on learning and teaching
 - promoting “assessment as learning” by nourishing students’ metacognitive skills to enable self-directed learning for the purpose of empowering students to be life-long learners
- To promote the building of a professional team by:
- developing a collaborative culture and teachers’ leadership through supporting teachers to plan their lessons, apply different pedagogies and evaluate learning and teaching effectiveness
 - promoting professional sharing and collaboration through collaborative lesson preparation meetings, peer lesson observations, internal and external sharing and workshops for teachers

4. Modes of Sharing and Collaboration

Support officers offer on-site and online support to develop school curriculum with participating teachers through a range of professional services. They may include:

- planning and developing school curriculum
- conducting collaborative lesson preparation meetings
- conducting peer lesson observations
- organising professional development activities
- providing professional advice

5. Expectations on Participating Schools

To make good use of the support services, participating schools are expected to:

- nominate a coordinator to lead and oversee the progress of the programme in cooperation with officers from the EDB
- provide participating teachers with regular collaboration and exchange time, such as collaborative lesson planning meeting time (Preferably bi-weekly meetings of 90-120 minutes scheduled in teaching time-table) and peer lesson observation sessions with a view to facilitating teachers to take part in lesson planning and evaluation of teaching strategies
- share experience and resources with teachers from other schools such as work plans, learning and teaching materials, and students' work (The copyright of these materials will be co-owned by the Education Bureau (EDB) and the schools concerned. The EDB also reserves the right to compile and refine the materials before disseminating them for educational purposes)
- observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing learning and teaching materials

6. Points to Note

- The duration of support services normally lasts for one year.
- To learn more about the work of the Section, please visit the following website:
<https://www.edb.gov.hk/sbss/sbcdp>

7. Enquiries

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